

## Historical Expeditions Google Earth Layer Rubric

**General Directions:** Students will create a layer in Google Earth of an expedition to discover our world. These individual layers will be combined into one layer on important expeditions and their historical significance to the discovery of unique geological features, natural resources, and cultures of our world. Some students may also choose to do a modern expedition, or a layer on the exploits of a famous extreme sportsman.

At the beginning of the year, students will be assigned an expedition from the approved book list, which is attached to the syllabus. Each student must read a different book. Along with this book is set of discussion questions will be addressed each week in order to highlight important facts and ideas. These questions are also included in the course syllabus. Each week's questions will deal with one of these general issues: the general plot of the book or historical circumstances, equipment and supply issues, choosing party members, factors that lead to the cohesion of the group, interaction with local cultures, use of leadership skills during hard times, and the completion the expedition's goals.

Students will be asked to use Google Earth Pro to complete this project. Student can work on this project in the US library or one of the computer labs. Students may also download the software at home. The login ID and password key are stored on the First Class conference for Outdoor Technology.

At the end of the course, students will be required to give a 10-12 minute presentation and thoroughly explain your book, highlighting the major questions we addressed while reading our books. Students will be expected to use the Google Earth Pro software to give the presentation. Students may elect to use one of the more advanced features to create an automated tour of their expedition and play it while they give their presentation. Students should use the rubric below to confirm that they have completed all aspects of this project.

When presenting the project, students should strive to make it as interesting as possible. Do not read from a script. Stand up straight, look at and speak toward the class. Enunciate clearly and speak with inflection. The presentation should be practiced so that it is smooth and orderly.

**Time:** approximately 6 cycles

## Walker Adventure Layer Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Name: \_\_\_\_\_

Time Period: \_\_\_\_\_

Item	Points Possible	Points Earned
<b>Placemark Content</b>	20	
1 placemark for each chapter of book, where important scenes occur.		
Placemarks are used to show how the story progresses.		
Some place marks should relate the topics addressed in each of our discussion sessions (i.e. technology, historical significance, leadership, cultures, etc.)		
First place mark should contain a picture of the front cover of the book.		
A picture of the main character should be included in one of the place marks.		
Contains links to relevant information that can be found on the web.		
<b>Writing Criteria</b>	20	
The writer's central purpose or argument is readily apparent to the reader. This should be addressed in the first placemark.		
Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. Topics may include leadership skills, equipment selection and problems, safety, interaction with other cultures, group dynamics, or another approved topic.		
The ideas are arranged logically to support the purpose or argument. They flow smoothly from one placemark to another and are clearly linked to each other. The reader can follow the line of reasoning.		
The writing is compelling. It hooks the reader and sustains interest throughout.		
The tone is consistently professional and appropriate for the academic project.		
Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.		
Word choice is consistently precise and accurate.		
The writing is free or almost free of errors.		
Compelling evidence from professional legitimate sources is given to support claims. Attribution is clear and fairly represented. Students may include articles that support their expedition book.		
<b>Icons</b>	10	
Custom icons were used.		
Appropriate icon for subject matter used. Icon can be found at <a href="http://www.iconarchives.com">http://www.iconarchives.com</a>		
Appropriate icon size and color used.		
Students may elect to use Photoshop to create their own icon.		
<b>Place Mark Titles</b>	10	
Each place mark has a title.		
Title case was used.		
Title contains a number series to show the user in what order to view the icons.		
<b>Pictures Formatting</b>	25	
Not over 400 x 400 and not less than 200 x 200 in size.		
Pictures relevant to the expedition and book subject matter.		
Appropriate attribution has been provided and meets licensing agreements.		
<b>Video Interviews</b> (extra credit 50 pts.)	(50)	
Student may elect to conduct a video interview of a modern explore or famous extreme sportsman and include it in their project.		
Interviews must be appropriate for the expedition.		
Students who have a historical expedition may elect to dress up as a main character and have another person do the interview. Interviews must be historically accurate.		

Video criteria is included in the video rubric.		
<b>Place Mark Path</b>	5	
Paths show progression of the story.		
Uses appropriate color for path.		
Path direction logical and clear.		
<b>Overlay</b>	5	
Rumsey Historical Map loaded for time period of expedition book.		
Current books need not use overlay.		
<b>File Management</b>	5	
Student has created a folder in their drive for this project and named it accordingly "Expedition + their initials"		
Student has stored all of their images in a sub folder		
Student has saved their files with the appropriate file extension .kmz		
Student has used versioning of layers to prevent losing their work.		
Student has backed up their work.		
Student uploads their files to First Class so that other team members can access their work when needed.		
<b>XHTML Code</b>	12	
No errors are evident that show up in place mark.		
Student has provided comments for difficult code, so that other can understand their work.		
Students used the template (color, font, layout) created by the class in order to maintain continuity between place marks.		
<b>Presentation</b>	8	
Presentation is clear and concise.		
Presenter is knowledgeable on the topic.		
Presentation is given in a logical fashion, appropriate for the situation.		
Presenter allows for question and answer, and is polite to audience.		
<b>Total</b>	120	